



Department of
Education

Annual Performance Report (APR) Local Determinations Quick Reference Guide

Division of Special Populations | Tennessee Department of Education | September 2021

APR BASICS

SPP	Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to annually develop a state performance plan (SPP) evaluating the state's implementation of special education. The SPP describes how the state will improve implementation of special education and contains rigorous targets for 17 compliance-based or results-based indicators of performance. Targets for these indicators are collaboratively set by the department and stakeholder groups, including the Governor's Advisory Council for the Education of Students with Disabilities. The department is currently working on setting new targets for the next six SPPs.
STATEWIDE APR	The APR is submitted annually by states to the U.S. Department of Education and details progress toward meeting SPP targets for each indicator. It includes state performance data and narrative explanations of data, if necessary. Federal fiscal year (FFY) 2020 APR (reporting on the 2020-21 school year), will be submitted on February 1, 2022. Tennessee's SPPs/APRs are available here under the "Statewide Annual Performance Reports" tab.
APR LOCAL DETERMINATIONS	As required by IDEA, 34 CFR §300.600, states must also monitor the implementation of IDEA in each LEA. Monitoring activities must focus on "improving educational results and functional outcomes for all children with disabilities" and "ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities." Tennessee uses a hybrid results and compliance-based approach that includes 14 of the 17 APR indicators. This holistic method of measuring performance gives the department a complete view of a district's IDEA Part B implementation.
APR SCORING	Districts receive an APR determination based on their indicator data (i.e., performance and year-to-year improvement, if applicable). Priority areas are established based on state strategies and goals, with a weighting system in place that emphasizes relevant indicators. Weighted points are assigned to all indicators and districts earn a final performance score (as a percentage) that represents the total weighted points divided by the total possible weighted points. Cut scores are set on the final score to make determinations in one of the following categories: <ul style="list-style-type: none"> • <i>Meets Requirements</i>: at least 70 percent of possible determination points • <i>Needs Assistance</i>: 60-69 percent of possible determination points • <i>Needs Intervention</i>: less than 60 percent of possible determination points or meets the Needs Assistance designation for the third consecutive year • <i>Needs Substantial Intervention</i>: meets the Needs Intervention designation for the third consecutive year
APR RELEASE	Determinations for the previous school year's data are provided to districts in January of the following school year. For example, determinations based on the 2020-21 school year APR will be sent to districts in January 2022. Determinations are uploaded to the ePlan system and notifications are sent to both directors of schools and special education supervisors.

APR INDICATOR 1	GRADUATION RATE
DEFINITION	Percent of students with disabilities (SWDs) graduating with a <u>regular</u> diploma.
DATA SOURCE	Exiting data from EasyIEP (<i>Exited Student Report Table 4</i>) that is pulled to fulfill federal reporting requirements.
HOW TO REVIEW	<p>Run the <i>Exited Student Report Table 4 (PDF) New 09</i> with a report begin date of July 1 and a report end date of June 30 for the applicable school year. The student active date should match the report begin date. In the report, find “Section B, All Disabilities” and the column labeled “14-21.” Use the counts from that column with the following formula:</p> <p style="text-align: center;"><u>B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA</u> B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT + H) GRADUATED WITH AN ALTERNATE DIPLOMA</p>
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.
NOTES	Data is lagged and reported two years behind. For example, if the APR is addressing the 2020-21 school year, the data for this indicator comes from the 2019-20 school year.

APR INDICATOR 2	DROPOUT RATE
DEFINITION	Percent of SWDs dropping out of high school.
DATA SOURCE	Exiting data from EasyIEP (<i>Exited Student Report Table 4</i>) that is pulled to fulfill federal reporting requirements.
HOW TO REVIEW	<p>Run the <i>Exited Student Report Table 4 (PDF) New 09</i> with a report begin date of July 1 and a report end date of June 30 for the applicable school year. The student active date should match the report begin date. In the report, find "Section B, All Disabilities" and the column labeled "14-21." Use the counts from that column with the following formula:</p> <p style="text-align: center;"><u>G) DROPPED OUT</u></p> <p>B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT + H) GRADUATED WITH AN ALTERNATE DIPLOMA</p>
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.
NOTES	Data is lagged and reported two years behind. For example, if the APR is addressing the 2020-21 school year, the data for this indicator comes from the 2019-20 school year.

APR INDICATOR 3A	ASSESSMENT PARTICIPATION
DEFINITION	<p>Participation rate for SWDs on the regular assessment, disaggregated by grade level (4, 8, and high school) and subject area (reading and math).</p>
DATA SOURCE	<p>Statewide assessment data compiled and disseminated by the department's accountability team. Suppressed district-level data for the last school year in which assessments were administered is available here (filtering for SWDs, grade level, and subject area).</p>
HOW TO REVIEW	<p>Contact the member of your district staff who is responsible for accountability and/or assessment data to retrieve counts or use the publicly available file referenced above. The formula, applied for each grade level and subject area combination, is:</p> $\frac{\text{Count tested SWDs for TNReady or EOC}}{\text{Count enrolled SWDs for TNReady or EOC} + \text{Count enrolled SWDs for MSAA}}$
TARGET	<p>Ninety (90) percent or more of SWDs participating in the regular statewide assessments.</p>
NOTES	<p>Ninety (90) percent of your SWDs should be taking the regular assessment, aligning with the expectation that around one (1) percent of your overall population could be taking the alternate assessment. This distinction was introduced to the APR local determinations process in FFY 2017 (2017-18 school year) to reflect the revisions of the Every Student Succeeds Act (ESSA). ESSA removed the district cap on alternate assessment participation but introduced a state cap of 1 percent, requiring additional state oversight. Currently, Tennessee exceeds the 1 percent cap on alternate assessment participation, with some districts assessing over 2 percent of their student population. This means that some students may not be receiving appropriate, grade-level instruction that prepares them for a regular diploma. As such, APR local determinations have been adjusted to reflect this additional accountability measure.</p>

APR INDICATOR 3B	ASSESSMENT PROFICIENCY
DEFINITION	<p>Proficiency rate for SWDs against grade-level and alternate academic achievement standards, disaggregated by grade level (4, 8, and high school) and subject area (reading and math).</p>
DATA SOURCE	<p>Statewide assessment data compiled and disseminated by the department's accountability team. Suppressed district-level data for the last school year in which assessments were administered is available here (filtering for SWDs, grade level, and subject area).</p>
HOW TO REVIEW	<p>Contact the member of your district staff who is responsible for accountability and/or assessment data to retrieve counts or use the publicly available file referenced above. The formula, applied for each grade level and subject area combination, is:</p> $\frac{\text{Count SWDs Approaching} + \text{Count SWDs On Track} + \text{Count SWDs Mastered}}{\text{Count SWDs with Valid Tests}}$ <p>To calculate proficiency change:</p> $\frac{\text{Current Year's Percent of SWDs Approaching, On Track, or Mastered} - \text{Previous Year's Percent of SWDs Approaching, On Track, or Mastered}}{\text{Previous Year's Percent of SWDs Approaching, On Track, or Mastered}}$
TARGET	<p>Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.</p>
NOTES	<p>Since there were no statewide assessments during the 2019-2020 school year, and the grade levels in the definition have changed from FFY 2018 (the last school year with available assessment data), FFY 2020 APR local determinations will compare proficiency rates among districts rather than proficiency change.</p>

APR INDICATOR 4A	SUSPENSIONS/EXPULSIONS
DEFINITION	Districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs).
DATA SOURCE	Discipline data that is entered into a student information system/EIS.
HOW TO REVIEW	Contact your district's student information system and/or EIS administrator to obtain a copy of the disciplinary actions entered into the system. A separate guidance document that outlines the calculation methodology is available here .
TARGET	No finding of significant discrepancy.
NOTES	A district's rate ratio must be 2.0 or greater to qualify for a significant discrepancy.

APR INDICATOR 4B	SUSPENSIONS/EXPULSIONS
DEFINITION	Districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs AND policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
DATA SOURCE	Discipline data that is entered into a student information system/EIS.
HOW TO REVIEW	Contact your district's student information system and/or EIS administrator to obtain a copy of the disciplinary actions entered into the system. A separate guidance document that outlines the calculation methodology is available here .
TARGET	No finding of significant discrepancy.
NOTES	A district's rate ratio must be 2.0 or greater to qualify for a significant discrepancy

APR INDICATOR 5A	EDUCATIONAL ENVIRONMENT (AGES 5 IN KINDERGARTEN THROUGH 21)
DEFINITION	Percent of SWDs served inside the regular class 80 percent or more of the day.
DATA SOURCE	The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP. This report is generated and reviewed annually during the December 1 reporting process.
HOW TO REVIEW	In EasyIEP, download or request the <i>FINAL Combo Table 1 & 3 Dec1 Report (PDF)</i> that was reviewed, verified, and certified by your district for the applicable school year. Percent represents the total number of SWDs in environment category A (Table 3, Section G, ages 5K-21) divided by total number of SWDs ages 5(K)-21 (Table 1, Section C, Part 3). To review a list of individual students and their environment categories, run the <i>Combined Table 1&3 Dec1 Rpt Details</i> in EasyIEP.
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.
NOTES	These data can be captured anytime in EasyIEP by running the Table 1 and 3 Report.

APR INDICATOR 6A	EDUCATIONAL ENVIRONMENT (AGES 3 THROUGH 5 NOT IN KINDERGARTEN)
DEFINITION	Percent of SWDs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
DATA SOURCE	The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP. This report is generated and reviewed annually during the December 1 reporting process.
HOW TO REVIEW	In EasyIEP, download or request the <i>FINAL Combo Table 1 & 3 Dec1 Report (PDF)</i> that was reviewed, verified, and certified by your district for the applicable school year. Percent represents the total number of SWDs in environment category A1 and B1 (Table 3, Section A, ages 3-5 [Not K]) divided by total number of SWDs ages 3-5 (Not K) (Table 3, Section A, ages 3-5 [Not K]). To review a list of individual students and their environment categories, run the <i>Combined Table 1&3 Dec1 Rpt Details in EasyIEP</i> .
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.
NOTES	These data can be captured anytime in EasyIEP by running the Table 1 and 3 Report.

APR INDICATOR 7A S1	EARLY CHILDHOOD OUTCOMES
DEFINITION	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).
DATA SOURCE	Pulled from the entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.
HOW TO REVIEW	Review the <i>ECO Data Report</i> in EasyIEP. A separate guidance document that outlines the calculation methodology is available upon request.
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.
NOTES	<p>There are two summaries included under Indicator 7, part A, but only one is used for local determinations:</p> <p>Summary 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>

APR INDICATOR 7B S1	EARLY CHILDHOOD OUTCOMES
DEFINITION	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (early language communication and early literacy).
DATA SOURCE	Pulled from the entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.
HOW TO REVIEW	Review the <i>ECO Data Report</i> in EasyIEP. A separate guidance document that outlines the calculation methodology is available upon request.
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.
NOTES	<p>There are two summaries included under Indicator 7, part B, but only one is used for local determinations:</p> <p>Summary 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>

APR INDICATOR 7C S1	EARLY CHILDHOOD OUTCOMES
DEFINITION	<p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.</p>
DATA SOURCE	<p>Pulled from the entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.</p>
HOW TO REVIEW	<p>Review the <i>ECO Data Report</i> in EasyIEP. A separate guidance document that outlines the calculation methodology is available upon request.</p>
TARGET	<p>Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.</p>
NOTES	<p>There are two summaries included under Indicator 7, part C, but only one is used for local determinations:</p> <p>Summary 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>

APR INDICATOR	PARENT INVOLVEMENT	
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DEFINITION	Percent of parents of SWDs who report that schools facilitated parent involvement as a means to improve services and results for SWDs.	
DATA SOURCE	Gathered from the parent survey data captured by the department.	
HOW TO REVIEW	The department will send your district's parent survey results prior to notification of APR local determinations. Percent represents total number of parents who responded that they agreed or strongly agreed with Question 1 divided by the total number of parents who responded to Question 1.	
TARGET	Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.	
NOTES	Districts (minus those exceeding 50,000 total students) are required to disseminate the parent surveys on a four-year cycle.	

APR INDICATOR 9	DISPROPORTIONATE REPRESENTATION
DEFINITION	<p>Districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p>
DATA SOURCE	<p>The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP and the October 1 federal student count report. District-level October 1 counts are available here under the “Membership File” tab (filter for grades K-12).</p>
HOW TO REVIEW	<p>In EasyIEP, download or request the <i>FINAL Combo Table 1 & 3 Dec1 Report (PDF)</i> that was reviewed, verified, and certified by your district for the applicable school year. The total count of SWDs ages 5(K)-21 by race/ethnicity is available in Table 1, Section D, ages 5(K)-21. The count of your total student population by race/ethnicity is available from the <i>Membership File</i> for the applicable school year, filtering by DISTRICT_NAME, RACE, and GENDER and totaling the ENROLLMENT from each school.</p> <p>A separate guidance document that outlines the calculation methodology is available here.</p>
TARGET	<p>No finding.</p>
NOTES	<p>A district’s relative risk ratio and weighted risk ratio must be 3.0 or greater to qualify for disproportionate representation.</p>

APR INDICATOR 10	DISPROPORTIONATE REPRESENTATION
DEFINITION	<p>Districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>
DATA SOURCE	<p>The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP and the October 1 federal student count report. District-level October 1 counts are available here under the “Membership File” tab (filter for grades K-12).</p>
HOW TO REVIEW	<p>In EasyIEP, download or request the <i>FINAL Combo Table 1 & 3 Dec1 Report (PDF)</i> that was reviewed, verified, and certified by your district for the applicable school year. The total count of SWDs ages 5(K)-21 by race/ethnicity and disability category is available in Table 1, Section D, ages 5(K)-21. The count of your total student population by race/ethnicity is available from the <i>Membership File</i> for the applicable school year, filtering by DISTRICT_NAME, RACE, and GENDER and totaling the ENROLLMENT from each school.</p> <p>A separate guidance document that outlines the calculation methodology is available here.</p>
TARGET	<p>No finding.</p>
NOTES	<p>A district’s relative risk ratio and weighted risk ratio must be 3.0 or greater to qualify for disproportionate representation.</p>

APR INDICATOR 11	CHILD FIND
DEFINITION	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or within a state established timeframe if the state has one in place.
DATA SOURCE	Pulled from the <i>Initial Elig (60 Day) Report</i> in EasyIEP.
HOW TO REVIEW	<p>Run the <i>Initial Elig (60 Day) Report (XLS)</i> and generate a report with the dates of 7/1 to 6/30 of the applicable school year. Select the option that says "Only show students with Initial Consent for Eligibility Determination Dates within the above date range." Also, select the box to exclude students with an out-of-state transfer. Once you have generated the report, review it and look for students with 60 or fewer days in Column M ("Days to Eligibility").</p> <p>Percent represents the number of children whose evaluations were completed within 60 days divided by number of children for whom parental consent to evaluate was received.</p>
TARGET	One hundred (100) percent compliance.
NOTES	If your district has students with more than 60 days in Column L ("Days From Initial Consent Elig. Eval. Received Date"), this means they are over the 60-day timeline and still have an open evaluation. Make plans to complete these evaluations as soon as practicably possible.

APR INDICATOR 12	PART C TO B TRANSITION
DEFINITION	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
DATA SOURCE	Data are pulled from the Tennessee Early Intervention Data System (TEIDS) and include all students turning three between 7/1 and 6/30 of the applicable school year. TEIDS data are merged with EasyIEP reports such as the <i>Initial Elig (60 Day) Report</i> .
HOW TO REVIEW	<p>Keep a spreadsheet of all students coming from the Tennessee Early Intervention System (TEIS) who are turning three between 7/1 and 6/30 of the applicable school year. Run the <i>Initial Elig (60 Day) Report (XLS)</i> and generate a report with the dates of 7/1 to 6/30 of the applicable school year. Select the option that says "Only show students with Initial Consent for Eligibility Determination Dates within the above date range." Also, select the box to exclude students with an out-of-state transfer.</p> <p>Cross reference the TEIS spreadsheet with column D ("DOB") and column O ("IEP Date") on the <i>Initial Elig (60 Day) Report</i> in EasyIEP to capture three-year-old students outside of the transition timeline.</p>
TARGET	One hundred (100) percent compliance.
NOTES	For assistance with this indicator, connect with your regional Early Childhood Transition Coordinator. Their names and contact information can be found here or on pages six and seven of the 2021-22 Special Education Supervisor Planner .

APR INDICATOR 13	SECONDARY TRANSITION WITH IEP GOALS
DEFINITION	<p>Percent of youth aged 16 and above with IEPs in place that have appropriate, measurable postsecondary goals which are annually updated and based on transition assessment and transition services, including course of study that reasonably enables the student to meet postsecondary and annual IEP goals related to transition services needs, as well as evidence that the student and (if appropriate) a representative of any participating agency were invited to the IEP team meeting where transition was discussed with prior consent of the parent or student who has reached majority age.</p>
DATA SOURCE	<p>Results of the IEP self-monitoring for SWDs ages 16 or older.</p>
HOW TO REVIEW	<p>Monitor the transition page in EasyIEP to ensure the appropriate information is entered for all SWDs ages 16 or older during the life of the current IEP.</p>
TARGET	<p>One hundred (100) percent compliance.</p>
NOTES	<p>Not all LEAs had data in the past, as results for this indicator were predicated on whether any files were reviewed for their LEA. The review currently conducted by Federal Programs and Oversight (FPO) includes IEPs from all districts.</p>

APR INDICATOR 14A	POST-SCHOOL OUTCOMES
DEFINITION	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.</p>
DATA SOURCE	<p>Gathered from the student surveys completed by districts and entered into the statewide survey system.</p>
HOW TO REVIEW	<p>The department will upload your district's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education divided by the total number of respondents.</p>
TARGET	<p>Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.</p>
NOTES	<p>Districts (minus those exceeding 50,000 total students) are required to distribute the post-school outcomes survey on a four-year cycle.</p>

APR INDICATOR 14B	POST-SCHOOL OUTCOMES
DEFINITION	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.</p>
DATA SOURCE	<p>Gathered from the student surveys completed by districts and entered into the statewide survey system.</p>
HOW TO REVIEW	<p>The department will upload your district's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education or competitively employed divided by the total number of respondents.</p>
TARGET	<p>Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.</p>
NOTES	<p>Districts (minus those exceeding 50,000 total students) are required to distribute the post-school outcomes survey on a four-year cycle.</p>

APR INDICATOR 14C	POST-SCHOOL OUTCOMES
DEFINITION	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed; or in some other employment within one year of leaving high school.</p>
DATA SOURCE	<p>Gathered from the student surveys completed by districts and entered into the statewide survey system.</p>
HOW TO REVIEW	<p>The department will upload your LEA's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education or in some other postsecondary education or training program; or competitively employed; or in some other employment divided by the total number of respondents.</p>
TARGET	<p>Targets are currently being reset for FFY 2020 through FFY 2025. This document will be updated when the final targets are available.</p>
NOTES	<p>Districts (minus those exceeding 50,000 total students) are required to distribute the post-school outcomes survey on a four-year cycle.</p>